

# ADE DAILY NEWS CLIPS

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## Testing and Common Core (American School Board Journal)

It's too soon to know what effect the Common Core State Standards will have on student achievement, but that fact has not deterred educators, researchers, and others from offering their predictions. What can be said, however, is that the ambitious, state-led, federally backed program now being implemented by 46 states and thousands of school districts across the country will have a huge impact on how teachers are expected to teach, students are taught to think, and how both students and teachers are evaluated.

Those facts alone make the coming transition from the patchwork of state standards to a new set of common guidelines -- and what are expected to be, essentially, common tests -- a truly foundational change.

"With the new standards, teachers will have to have increased content knowledge -- knowledge that looks different than it did in the past," says Nicolle Karantinos, curriculum director for Arizona's Chandler Unified School District. "We are going to make sure that we are teaching differently."

Karantinos believes firmly in the Common Core and its power to change curriculum, teacher professional development, and testing -- and change them all for the better. "But it's been a really short timeline," she says, "and that's been a struggle."

### Complex tasks to meet goals

Just how short? Consider that the Common Core State Standards Initiative -- a project of the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO) -- was launched four years ago. By all accounts, awareness of the program, let alone a working understanding of its principles and practices, has taken time to flow from state education departments to school districts and individual classrooms.

The standards were introduced in June 2010, and by the 2014-15 school year advanced computer-based adaptive assessments for students are scheduled to be released. Those tests are being developed with \$360 million in federal Race to the Top money by two consortia: the Partnership for Assessment of Readiness for College and Careers (PARCC), and the Smarter Balanced Assessment Consortium.

The goal of the tests, as with the curricula itself, is to devise a richer, more thoughtful approach to K-12 learning, one that is -- in the words of Common Core developers -- "fewer, clearer, higher." But while the aim is simplicity, the tasks involved in meeting that goal are exceedingly complex.

In December, for example, Smarter Balanced scaled back the length and scope of its proposed computer-adaptive tests over concerns that they were hours too long. Even in this scaled-back form, the tests could range in length from seven hours, in mid- to late elementary school, to more than eight hours in 11th grade.

States also face a challenge in deciding how to transition over the next year and a half from their current state exams to the expected Common Core tests, says Jennifer Vranik, a founding partner of Education First in Seattle, which is working with Achieve Inc., on Common Core issues and has written a report on transforming high school assessment systems.

“They will have to make decisions in the states whether to drop their current assessments and do away with the old tests” or to keep portions of the old tests while the new assessments are phased in, Vranik says.

### Transforming the ‘box’

The Chandler Unified School District has fully implemented the Common Core curriculum in all its schools. The challenging part will be professional development, Karantinos says. By December, the district had 13 teachers certified by the state of Arizona in the Common Core who are responsible for training some 2,200 classroom teachers, all of whom have their own busy schedules.

“We’re offering night classes, weekend classes,” Karantinos says. “It’s difficult for them to fit it all in.”

Common Core training is being implemented in a way that dovetails with the district’s 10-year vision plan, called Journey 2020. The plan focuses on four areas: academic excellence, outstanding staff, effective resource management, and a culture of success.

“We’re very fortunate that we have a good board that believes in our teachers, believes in our students, asks tough questions, but supports” the program, Karantinos says.

Arizona’s Department of Education has ambitious goals for the Common Core -- and a long way to go in the area of student achievement. According to a recent ACT report cited by the department, just 7 percent to 8 percent of Arizona high school graduates are fully prepared to succeed in college. Yet the department says that by 2018, more than 60 percent of jobs in Arizona will require some postsecondary training.

Colleges, universities, and employers want students who can conduct and identify key areas of research, apply that research, use their skills and knowledge across content areas, and persevere in solving complex and novel problems, says the report, *Implementing the Common Core State Standards: The Role of the Secondary School Leader*. The report was written jointly by Achieve, the National Association of Secondary School Principals, and two other education groups.

The Common Core Standards “require educators and school leaders to make fundamental shifts in practice,” the report says. “Some have called these shifts monolithic in scope. For school leaders and counselors, implementing the [standards] is not about thinking out of the box. It is about transforming the box itself.”

The report outlines six instructional changes in English and language arts, among them: a shift, beginning in the earliest grades, to requiring at least 50 percent of what students read to be informational rather than literary; creating a “staircase of complexity” in reading, whereby teachers “create time and space in the curriculum for this close and careful reading;” nurturing of an academic vocabulary; and developing the ability to answer text-based questions.

“Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary argument both in conversation and in writing to assess comprehension of a text,” the report advises.

### Generating controversy

Such a classroom will not be served by a simple multiple-choice test or a teacher who is primarily concerned with the “right answer.” To help train teachers in tests that demand critical thinking skills, Achieve and its partner, the nonprofit U.S. Education Delivery Institute (EDI), have published guidelines that focus specifically on

training teachers in the Common Core and related tests. (The guidelines can be found in chapter six of *Implementing Common Core State Standards and Assessments: A Workbook for State and District Leaders*.)

After drafting a “delivery plan” -- a kind of road map on how to proceed, including who in the school will be responsible for the program and who will assess plan performance -- school leaders are asked to explore the nature and scope of the professional development they will need. This starts with a gap analysis of professional development needs versus current offerings, as well as clarification of the district’s standards for high-quality training and how it can be provided.

Despite the implementation of its detailed plans and the support of the vast majority of the nation’s governors, the Common Core has generated controversy among some educators, politicians, and others connected with K-12 education. One of the most prominent critics is Sandra Stotsky, a longtime school reformer and now education professor at the University of Arkansas. She says the Common Core standards are being devised by NGOs (non-governmental organizations) without sufficient input or research.

“These standards weren’t academically benchmarked internationally, and they weren’t research-based,” Stotsky says.

Stotsky faults the various state boards of education that she says signed off on the Common Core without really knowing what they would include or how they would be implemented.

“State boards of education simply didn’t do their job in this country,” she says. “I can’t imagine any local school board being as cavalier and indifferent, as ignorant as the state boards.”

As far as the teachers and the student evaluations are concerned, she adds, “They won’t be prepared because there won’t be anyone to prepare them.”

Another skeptic is William Mathis, managing director of the National Education Policy Center at the University of Colorado, Boulder. He says the “big tipping point” is whether, or when, high-stakes accountability is assigned to test results.

“When you attach consequences to it, it makes a real difference,” Mathis says. “And it’s not a good difference.”

#### Tests drive curriculum

Backers of the Common Core point to exhaustively detailed plans that are intended to help school leaders with all aspects of implementation, from the standards themselves to the assessments to come. With the aid of thousands of teachers, the consortia are now field-testing sample test questions and evaluation approaches at schools serving as “cognitive labs” throughout the country, nearly 1,000 schools being used by Smarter Balanced alone.

Of course, there will be errors and a few missteps in implementing the Common Core assessments, says Nick Rodriguez, K-12 director for EDI. That’s the nature of so exhaustive and basic an enterprise, where trial and error are part of the research method. But he is optimistic.

The two developments that most concern state education leaders are, not surprisingly, the Common Core and the creation of teacher evaluation systems -- separate developments that in all likelihood will converge at some point after the tests are implemented.

"In almost every single state, you'll find that that's what's worrying state leaders the most, a combination of those two concerns," Rodriguez says.

Will teachers teach to the test under the new system? That was a criticism of No Child Left Behind, which critics said led to a narrowed, less-imaginative curriculum. Is there a danger once again that assessment will drive the curriculum?

"I wouldn't call it a danger. I'd call it a fact," Rodriguez says. "The assessments will drive behavior. The question is how?"

In other words, if the assessments turn out to be as deep and authentic and critical-thinking-based as Common Core researchers hope they will be, they will drive the right behavior. The consensus is out there to have Common Core turn out much differently than NCLB, he says.

"I do think," Rodriguez says, "that we have a fighting chance for it to be different this time."

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### **\$1 Million Claim in Death of 9-year-old Boy Under Review (KFSM/KXNW, Channel 5)**

On Monday night a legislative subcommittee awarded the Nelson family of Bentonville \$1 million in the loss of their 9-year-old son to a soccer-goal accident.

But now the claim against the Arkansas Department of Human Services is on hold, because it has to be approved by the Joint Budget Committee.

"This was supposed to be all said and done, and it's coming off as though that the state doesn't want to pay what it owes," said Nathan Nelson, the father of Jonathan Nelson, who died two years ago when a soccer goal fell on him.

Fourth grader Jonathan Nelson died after a non-anchored, homemade soccer goal fell on him at Elm Tree Elementary school in Bentonville in 2011, records show.

The Nelson's attorney, Sean Keith, said since there was a licensed daycare facility at the school, the human services department has to certify certain playground areas to make sure they are safe.

Nelson said, "When they inspect a playground and certify it for use, it should be safe."

The Department of Human Services said the child was not at a facility that they were overseeing.

"The accident that killed Johnathan Nelson was a tragedy," said Amy Webb, department spokeswoman. "At the time, he was in the custody of his local school district not any programs licensed or run by DHS nor in any area inspected or licensed by DHS."

The Nelsons said they have been to numerous hearings and testimonies over the last two years.

"Every time we go through this process and go down to Little Rock it's like living that day that he was killed and the week and the days after all over again, and it drags up all these emotions. Its hell," Nelson said. "Ultimately, what we are trying to do is fight for all the other kids that are potentially not safe, and like I said Monday night, fight for my son who's not here to fight for himself."

While these legal issues continue for the Nelsons, they said they won't give up the fight for their son, who they say was bright, energetic and sweet.

"Sometimes there was this calm peace about him. He had the biggest heart," Nelson said.

The Nelsons have started an organization called Jonathan's Play Safe to advocate for safe playground equipment.

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### **Charter schools appeal limitation (Arkansas Democrat-Gazette)**

LITTLE ROCK — Attorneys for independently run charter schools in Pulaski County notified a federal appeals court Friday that they are renewing their 2011 constitutional challenge to the 1989 desegregation settlement between the state and Pulaski County school districts.

Jess Askew III and former Rep. Mike Wilson, attorneys representing the charter schools, filed the notice of a cross-appeal to the 8th U.S. Circuit Court of Appeals in St. Louis.

The charter schools are appealing a Dec. 29, 2011, order issued by U.S. District Judge D. Price Marshall Jr., in which Marshall limited the charter schools' request to intervene in the long-running Pulaski County school desegregation lawsuit.

Marshall permitted the charter schools to intervene only for the purpose of opposing the Little Rock School District's efforts in court to restrict the charter school operations.

The judge denied the charter schools' request for an expanded role, in which the charter schools would argue that the 1989 financial settlement between the state and school districts, along with the operation of magnet schools in Little Rock and the majority-to-minority interdistrict student transfer program, are unconstitutional. Marshall's order was not initially an appealable order. It became appealable, the attorneys wrote, after Marshall issued a final order on charter schools Jan. 17.

In that decision, Marshall ruled in favor of the state and the charter schools, prompting the Little Rock School District to file notice last month that it was appealing Marshall's order to the 8th Circuit Court.

Attorneys for black students, known as the Joshua intervenors in the case, filed notice Friday that they also are appealing Marshall's Jan. 17 order in favor of the charter schools.

The charter schools' cross appeal to the 8th Circuit is conditional, Wilson and Askew wrote Friday.

The charter school intervenors will seek relief only in the event that the 8th Circuit panel grants relief to the Little Rock district by sending the charter school dispute back to Marshall for a trial at the district court level or by overturning the district court's Jan. 17 order.

"In the event the Little Rock School District receives any relief in its appeal, the Charter Intervenors seek review and reversal of the limitations placed upon their intervention in this action in the order dated December 29, 2011," the lawyers wrote.

Marshall had limited the role of the intervenors, saying that the challenge to the terms of the 1989 financial settlement along with the magnet schools and interdistrict transfer program came too late in what is now a 30-year-old lawsuit.

“It would unfairly prejudice the other parties, and belatedly refocus the litigation at a newcomer’s insistence, to bring these new constitutional issues front and center now,” Marshall wrote in 2011.

“[T]he Court rejects their effort to lead an eleventh hour reorientation of this long-running dispute,” Marshall wrote.

The attorneys for the charter schools had argued that the settlement, the special program magnet schools in Little Rock and the transfer program are all unconstitutional and unenforceable because of their reliance on racial quotas for assigning students to schools and because there were no time limits on the use of those quotas.

The charter schools’ attorneys urged that the 1989 multimillion-dollar settlement between the state and the districts “be terminated and extinguished in its entirety.”

Askew said in an interview Friday that the arguments from the charter schools would be submitted.

“It’s all briefed at the same time,” Askew said Friday about the arguments to be made by the Little Rock district and those by the charter school intervenors.

“We just don’t ask for anything unless Little Rock gets relief. If everything is left well enough alone, fine. But if anything is restarted, then the charter intervenors want to make all the arguments that they wanted to make.”

The Little Rock School District’s brief in its appeal is due April 10.

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### **Sewall wins national education award (The Daily Record)**

Dr. Angela Sewall, dean of the College of Education, has received the 2013 Edward C. Pomeroy Award for Outstanding Contributions to Teacher Education from the American Association of Colleges for Teacher Education.

The award, which also was given to Dr. Virginia McLaughlin from the College of William & Mary, recognizes distinguished service to the teacher in the education community for the development and promotion of outstanding practices at the collegiate, state, or national level.

Sewall received the award Thursday, Feb. 28, at AACTE’s annual meeting in Orlando, Fla.

The association’s Committee on Professional Preparation and Accountability, which reviews submissions for the award, chose two winners this year.

Sewall, who is a professor in educational administration, is sought after by districts across the nation for her expertise in the areas of school law and desegregation.

“Dean Sewall has earned this honor for her outstanding leadership in teacher education,” UALR Chancellor Joel E. Anderson said. “During her tenure at UALR, Dean Sewall set a standard of excellence among the faculty in the College of Education. That same commitment to excellence can be seen throughout her more than 40 years in

the field of education, from her time as a teacher in the Little Rock School District to her work in higher education.”

Sewall is engaged in service to profession, including NCATE, where she has been a member of the Board of Examiners, past chair of the Unit Accreditation Board and a member of the NCATE Executive Committee, a member of the ARPA (Annual Reports and Preconditions) committee and a member of the Commission and Council of the Council for the Accreditation of Educator Preparation (CAEP), a board member of the Reading Recovery Council of North America, and the Teacher Education Council of State Colleges and Universities.

She served as dean’s representative on the RRCNA Board for six years and received the National Teacher Leader Award in 2004 for her support of improved literacy.

Internationally, she served on a team of presidents and provosts from selected higher education institutions, in conjunction with the Christian A. Johnson Foundation and Artes Liberales, working in Central and Eastern Europe to help revive the liberal arts in higher education institutions in countries emerging from communism.

She served as president of TECSCU and during her tenure she worked to build collaboration between the two national teacher education agencies and also built a partnership with the Deans of Historically Black Colleges and Universities. She is a member of the AACTE Board of Directors and the AACTE Board Executive Committee.

She is active in the AACTE “dean-alike” meetings and most recent worked with the American Association of Colleges of Teacher Education Governmental Relations Office on issues related to higher education and K-12 accountability, leading the efforts in a national ARTQP partnership. Under her leadership, the College of Education at UALR is partnering with the Promise Neighborhood planning grant. The UALR College of Education was also the recipient of an I3 grant.

Sewall is active in community service, including service to the state as a member of the Arkansas Leadership Academy executive committee and the Arkansas Education Deans’ Council, as well as the Arkansas Public Policy Panel.

She has authored numerous nationally and internationally published journal articles, book chapters, a monograph and one book. Sewall also is a frequent presenter at state, regional, national and international meetings. Her particular research interests are in the areas of school policy, law and leadership.

Sewall has been at UALR for 21 years, 16 of those as dean of the education college. Before coming to higher education, she worked in the Little Rock School District, first as teacher and then rising up through the ranks to become a counselor, principal, and associate superintendent for daily operations.

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### **Familiar Faces In New Positions Next Year At Greenwood Schools (Southwest Times Record, Fort Smith)**

Not only will Greenwood students, teachers and parents see a familiar face as their new school superintendent for the 2013-14 school year, they will see several “old” administrator faces in “new” administrator roles.

On Feb. 4, longtime Greenwood Superintendent Kay Headley announced her planned retirement at the end of the current year. Headley, a Greenwood native, began teaching at Greenwood in 1978 as a fifth-grade teacher. Seven years later, she moved to the County Line district, serving there for 13 years as elementary principal then

as superintendent. From there she became director of the then new Western Arkansas Technical Center from 1999-2002 until her return to Greenwood as superintendent in 2002.

Also on Feb. 4, the Greenwood School Board unanimously chose Assistant Superintendent John Ciesla as the district's new superintendent, effective July 1. Ciesla has served at Greenwood for seven years.

In a special meeting on Feb. 18, the board unanimously voted to promote Greenwood Junior High School Principal Kevin Hesslen to assistant superintendent, effective with the beginning of the new school year, according to the meeting minutes.

In a special meeting Thursday, the board transferred several more administrators:

Cody Chatman, junior high assistant principal, will be the school's new principal.

Westwood Elementary Principal Suzy Wilson will become the district's new director of prekindergarten through seventh grade services and public relations.

Westwood Assistant Principal Renee Foster will become the elementary school's new principal.

Mike Dean, Greenwood High School assistant principal, will become East Pointe Elementary principal. He will replace Principal Susan Fox, who is resigning at the end of the school year. The board accepted Fox's resignation on Feb. 18.

According to Headley, the transfers leave open three assistant principal positions for which the district will be receiving applications.

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## **Legislative Summary (Arkansas Democrat-Gazette)**

LITTLE ROCK — This is a summary list of bills (by bill number, lead sponsor and title) introduced through Friday in the 89th General Assembly, except for appropriation bills, which, along with other bills and resolutions, may be found at the legislative website: [www.arklegstate.ar.us](http://www.arklegstate.ar.us).

### **HOUSE**

HB1565, Alexander - An act to commemorate Thomas Paine Day.

HB1566, Lea - To improve training for county clerks; circuit clerks, county treasurers, county collectors, and coroners; and to establish a coroner's training fund.

HB1567, Gillam - To clarify the amount and payment of fees for sheriffs in connection with civil and criminal cases.

HB1568, S. Meeks - The Arkansas Nighttime Environment Protection Act.

HB1569, Baine - To amend the law concerning notice procedures for certain quorum court committee meetings.

HB1570, Neal - The Employer Streamlined Reporting Act.



HB1571, Wright - To clarify the authority of a prosecuting attorney and his or her designated deputy prosecuting attorneys to carry a firearm; and to declare an emergency.

HB1572, Kerr - To regulate prepaid funeral benefits contracts and investments under the Arkansas Prepaid Funeral Benefits Law.

HB1573, Richey - To clarify inspection and insurance requirements for rides and attractions owned and operated by nonprofit, religious, charitable or fair organizations.

HB1574, Harris - To extend the time frame to investigate certain crimes against children.

HB1575, Scott - To permit a private employer or a local government employer to have a voluntary veterans' preference employment policy.

HB1580, Talley - Concerning an Arkansas Bovine Animal Disease Program and the use of the Livestock and Poultry Commission Disease and Pest Control Fund; and to make technical corrections.

HB1581, Leding - Concerning victims of the offense of human trafficking; concerning posting a notice of the national human trafficking resource center hotline; and to provide for the expungement of certain criminal convictions.

HB1582, Barnett - To amend the Arkansas Natural Gas Pipeline Safety Act of 1971.

HB1583, Barnett - To amend the Arkansas Underground Facilities Damage Prevention Act.

HB1584, Vines - To permit the issuance of up to three (3) identification cards for a person five (5) to thirteen (13) years of age.

HB1585, Collins - To phase in changes to the income tax levied on individuals, trusts and estates; to amend the income-tax rates and brackets over three years; and to adjust the minimum and maximum dollar amounts in certain income tax brackets.

HB1586, Collins - To gradually reduce the income tax levied on individuals, trusts, and estates; to amend the income tax rates and brackets over four years; and to adjust the dollar amounts in certain income tax brackets.

#### Notable Resolutions

HR1024, Leding - To support and promote the economic and social advancement of Arkansas women by encouraging implementation of the recommendations developed by Interim Study Proposal 2011-032.

HR1026, Perry - To designate "Stars of Life Day" and recognize the accomplishments of certain emergency medical services professionals.

#### SENATE

SB653, J. Woods - An act concerning the termination of a person's obligation to register as a sex offender.

SB654, J. Woods - Concerning the discharge and release of an inmate from the custody of the Department of Correction.

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## **Calendar (Arkansas Democrat-Gazette)**

LITTLE ROCK — This is a calendar of public events of the 89th General Assembly for Monday, the 50th day of the 2013 legislative session.

### **HOUSE**

10 a.m. Advanced Communications and Information Technology Committee, Room 151 1:30 p.m. House convenes

### **SENATE**

1:30 p.m. Senate convenes 10 minutes after adjournment Transportation, Technology and Legislative Affairs Committee, Room 309 4 p.m. Insurance and Commerce Committee, Room 171

### **ALSO**

10 a.m. Joint Public Retirement and Social Security Programs Committee, Room 130 11 a.m., Legislative Black Caucus, Room 149 12:45 p.m. Arkansas Legislative Council Executive Subcommittee, Room 205 2 p.m. Freshman Caucus, Room 171 2:15 p.m. Bar Association, Old Supreme Court Chambers 4 p.m. Health Insurance Exchange hearing, Room 171

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## **Beebe inks redo of lottery scholarships (Arkansas Democrat-Gazette)**

LITTLE ROCK — Gov. Mike Beebe signed House Bill 1295 into law as Act 234 on Friday, which will restructure the lottery scholarship program after more students than expected received the scholarship and lottery revenue fell short of projections.

On the 47th day of the 89th General Assembly, legislators also considered a bill to require pawnshops to provide electronic transaction records and a resolution to commend a teenage Jeopardy! winner.

Beebe also signed into law bills to allow private colleges and universities to create their own law-enforcement agencies and to allow college faculty and staff who have concealed weapons permits to carry their weapons on campus.

With regards to Act 234, more than 30,000 students have received the state lottery scholarship during each of the past three years.

In the coming school year, first-time recipients of the scholarship will receive \$2,000 as freshmen, \$3,000 as sophomores, \$4,000 as juniors and \$5,000 as seniors at four-year universities. Under the law, new scholarship recipients enrolling in two-year colleges will get \$2,000 a year for both years.

Students who were first awarded the scholarships in the 2010-11 school year each receive \$5,000 a year to attend four-year Arkansas universities and \$2,500 a year for community and technical colleges. Those who were first awarded the scholarships in the 2011-12 or 2012-13 school years get \$4,500 a year at four year universities and \$2,250 at two-year colleges. Sen. Johnny Key, R-Mountain Home, who guided the legislation through the Senate, said he doesn't believe that the Legislature will have to change those scholarship amounts as a result of the legislation.

The law also increases the amount of scholarships for nontraditional students - those who don't attend college directly after high school - from \$12 million to \$16 million starting in the 2014-15 school year.

State Department of Higher Education officials project that the lottery scholarship program will have enough money to award the scholarships through fiscal 2018, assuming the lottery raises \$90 million a year for scholarships.

## GUNS ON CAMPUS

Beebe signed House Bill 1243 into law as Act 226.

Under the law, employees of private colleges and universities with permits will be able to carry concealed weapons on their campuses unless the governing board of the university or college opts out of the provision. Any policy banning concealed weapons needs to be renewed each year, otherwise it automatically expires.

Beebe also signed House Bill 1252 into law as Act 227.

The law will allow private colleges and universities to create their own law-enforcement agencies with the authority to arrest and detain people.

According to the Department of Higher Education, 11 institutions will be affected.

## ELECTRONIC LICENSING

The House Committee on State Agencies and Governmental Affairs approved two bills Friday that would allow certain license holders to provide electronic identification instead of paper forms.

Rep. Micah Neal, R-Springdale, said he got the idea for House Bill 1458 and House Bill 1459 from a similar measure proposed by Sen. Larry Teague, D-Nashville, which would allow drivers to show proof of insurance in paper format or electronic format.

HB1458 would allow concealed-handgun licensees to show electronic proof of their license and HB1459 would apply to hunter-education certificates.

Teague's bill, Senate Bill 243, passed 35-0 in the Senate on Feb. 19 and 91-0 in the House on Tuesday and was signed by the governor Friday.

"I would like to give more options to people to provide that burden of proof," Neal said while presenting HB1458.

Rep. John Walker, D-Little Rock, asked if presenting an electronic version of a concealed-handgun license would open up the licensee to a search of a phone or other portable electronic device.

Neal said a provision of the bill specifically says presenting the proof of a license does not authorize the law-enforcement officer to examine the rest of the phone's contents.

Rep. Nate Bell, R-Mena, thanked Neal for considering the bill for hunting-education certificates.

"I can't tell you how many times I've been on the way to the woods ... and I've had to turn around and go back home because I forgot my hunter [education] card. So this will save me a lot of gas money," Bell said.

## PAWNSHOP TRANSACTIONS

The House of Representatives passed 82-2 a bill that would require pawnshops and pawnbrokers to post their transactions on an electronic tracking system or website designated by local law enforcement.

Rep. Homer Lenderman, D-Brookland, said most pawnshops already keep records of the property that is pawned or purchased at the businesses; House Bill 1369 would require the businesses to post that information, as well as the seller's name and description, each day electronically.

"There is no cost to the pawnbrokers unless there is someone who does not have a computer and in this day and age, conducting a business, those people are very, very few and far between," Lenderman said.

Lenderman said the availability of the information would help law enforcement track down stolen property. He said the information would not be available to the public.

The Pawnbrokers Association and the Arkansas Sheriffs Association both support the bill.

Failure to comply with the requirements would be punishable by a fine of up to \$1,000.

The measure will now go to the Senate for consideration.

## TEEN JEOPARDY! TOURNAMENT

In other business, the House of Representatives passed a resolution commending Leonard Cooper, a senior at eStem High Public Charter School in Little Rock, on winning the Jeopardy!Teen Tournament. Cooper's win was made public when the show aired Feb. 12.

Rep. Warwick Sabin, D-Little Rock, said House Resolution 1020 recognizes Cooper for winning the national tournament against "some of the sharpest minds in the country."

Sabin said Cooper is a role model for other young people in Little Rock and Arkansas because of his accomplishment.

According to the resolution, Cooper's prize money will be used "to fund his college education and to pursue his love of guitar."